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ABSTRACT

A study was conducted by the Two-Year College Development Center to determine to what extent two-year colleges in New York provided services or aids to assist disabled students in occupational programs and the quality of these accommodations. Specifically, the study sought to obtain demographic information about disabled students (e.g., sex, age, employment and full-/part-time status, and type of disability); to identify instructional problems encountered by the students; and to determine students' awareness and use of and satisfaction with 36 instructional and instructor-related accommodations available to them. Study findings, based on questionnaires completed by 171 disabled students from 19 colleges, indicated: (1) 40% of the students were mobility disabled and 19% had multiple disabilities; (2) 31% of the respondents were enrolled in business and office education and 17% in trade, industrial, and service education; (3) the major instructional problems identified were the time limit on exams, difficulties in labs and workshops, and discussion classes; (4) most respondents had never used many of the available accommodations; (5) the most used accommodations were extra personal help, tape recorders, and tutors; and (6) extra personal help, different time allotments, study guides or notes, and tape recorders were used by at least 10% of the students in all of their courses. Survey responses are analyzed by disability type in the study report. (HB)

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DATA SUMMARY SHEET: DISABLED STUDENT PROJECT

TWO-YEAR COLLEGE DEVELOPMENT CENTER

STATE UNIVERSITY OF NEW YORK AT ALBANY

SEPTEMBER 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Recipients (of federal financial assistance) may not deny handicapped students access to vocational education programs or courses because of architectural or equipment barriers, or because of the need for related aids and services or auxiliary aids. If necessary, recipients must: (1) modify instructional equipment, (2) modify or adapt the manner in which courses are offered, (3) house the program in facilities that are readily accessible to mobility impaired students, (4) provide auxiliary aids that effectively make lectures and necessary materials available to postsecondary handicapped students. . .

Guidelines for Eliminating Discriminations (1978)

From October 1, 1980 to September 30, 1981 the Two-Year College Development Center, State University of New York at Albany, in cooperation with the Bureau of Grants Administration, New York State Education Department, conducted a project to examine the extent and quality of accommodations designed to meet the instructional needs of disabled students enrolled in occupational education programs in New York State two-year colleges. The project addressed the following major objectives:

1. To obtain demographic information on disabled students in New York State two-year colleges;
2. To identify instructional problems encountered by these students; and
3. To determine the students' awareness of, use of, and satisfaction with various instructional accommodations available to them.

Of the 57 two-year colleges eligible to participate in the project, 19 colleges agreed to survey a sample of their disabled students using a questionnaire designed by project staff. Data from 171 usable questionnaires were analyzed and tabulated. A separate site report was prepared for each participating college. The following Summary Sheet presents selected findings from the study. Detailed research results are available in the publication *Beyond Access: Meeting the Instructional Needs of Handicapped Students in Postsecondary Occupational Education (VEA 53-81-0430).*

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DISABLED STUDENT PROJECT

SUMMARY OF SURVEY DATA

(N = 171)

BACKGROUND INFORMATION

I. DEMOGRAPHIC PROFILE OF RESPONDENTS

- sex: male (50%), female (49%)
- age: 20 or younger (35%), 21-24 (22%), 25-34 (21%), 35 or older (22%)
- employment: not employed (75%), employed part-time (19%), employed full-time (4%)
- student status: full-time (77%), part-time (23%)
- semester: first (14%), second (35%), third or beyond (49%)
- class schedule: days only (70%), evenings only (7%), both days and evenings (22%)

II. TYPES OF DISABLED STUDENTS

- mobility (40%)
- multiple (19%)
- hearing (12%)
- visual (8%)
- other (8%)
- learning (6%)
- emotional (5%)
- speech (2%)

Note

- The largest number of both males (47%) and females (33%) were mobility disabled.
- More males than females were mobility, visual, speech, emotional, and learning disabled.
- More females than males were hearing, other, and multiple disabled.
- Of the 17 combinations of multiple disabilities, 10 included students with mobility impairments. Students with some form of mobility impairment, then, represented over half the sample (52%).
- Most of the students (70%) were receiving assistance from the following agencies:
  - Office of Vocational Rehabilitation (69%)
  - Social Security (40%)
  - Commission for Visually Handicapped (6%)
  - Veterans Administration (3%)

III. OCCUPATIONAL EDUCATION PROGRAM AREAS CITED BY STUDENTS

- Business and Office Education (31%)
- Other (23%)
- Trade, Industrial, and Service Education (17%)
- Agricultural Education (8%)
- Health Education (7%)
- Home Economics Education (6%)
- Technical Education (6%)
- Distributive Education (3%)

Note

- The disability type with the largest percentage of students for each program area:
  - Business and Office Education (learning 40%)
  - Other (visual 36%)
  - Trade, Industrial, and Service Education (multiple 29%)
  - Agricultural Education (hearing 24%)
  - Health Education (emotional 17%)
  - Home Economics Education (other 15%)
  - Technical Education (other 15%)
  - Distributive Education (speech 50%)

- The program area with the largest percentage of students for each category of disability:
  - mobility (Business and Office Education 38%)
  - multiple (Trade, Industrial, and Service Education 29%)
  - hearing (Business and Office Education 33%)
  - visual (Other 36%)
  - other (Other 23%)
  - learning (Business and Office Education 40%)
  - emotional (Business and Office Education 33%)
  - speech (Distributive Education 50%)

IV. SPECIAL INSTRUCTIONAL PROBLEMS

- Students selected the following classroom-related problems:
  - time limits on exams (28%)
  - lab/shopwork (20%)
  - discussion classes (16%)
  - large lecture classes (15%)
  - not enough time between classes (12%)
  - desk/table height (11%)
  - instructors who use chalkboard a lot (11%)
  - instructors with full beards (4%)

  Note

  - The disability type with the largest percentage of students for each problem:
    - time limits on exams (learning 60%)
    - lab/shopwork (visual 71%)
    - discussion classes (speech 75%)
    - large lecture classes (hearing 38%)
    - not enough time between classes (multiple 21%)
    - desk/table height (mobility 25%)
    - instructors who use chalkboard a lot (visual 79%)
    - instructors with full beards (hearing 19%)
  - The problem cited by the largest percentage of students for each category of disability:
    - mobility (desk/table height 25%, lab/shopwork 25%)
    - multiple (time limits on exams 23%)
    - hearing (discussion classes 43%)
    - visual (instructors who use chalkboard a lot 79%)
    - other (time limits on exams 23%)
    - learning (time limits on exams 60%)
    - emotional (lab/shopwork 14%)
    - speech (discussion classes 75%)
  - Ranking of problems by number of separate disability types (N = 8 types):
    - discussion classes (7)
    - large lecture classes (7)
    - time limits on exams (7)
    - not enough time between classes (6)
    - lab/shopwork (5)
    - instructors who use chalkboard a lot (4)
    - instructors with full beards (3)
    - desk/table height (2)

- Students also expressed a need for:
  - better notetaking skills
  - outlines of material covered in class
  - permission to tape record lectures
  - instructors with better lecture and chalkboard techniques
  - modification of A-V materials (e.g., film scripts for hearing impaired)
  - alternate assignments
  - opportunities to make up work missed due to illness

ACCOMMODATIONS

For purposes of this project, an accommodation was defined as any modification in method, technique, aid, device, service, or practice that enables a disabled person to perform in an academic setting.

The questionnaire contained a list of 30 Instructional and six Instructor-Related Accommodations. Students were asked to indicate frequency of use, courses, perceived provider, importance, and availability for each accommodation.

I. COMBINED DISABILITY TYPES

- Non-Use:
  - Most students had never used many of the accommodations.
  - The Instructional Accommodations had higher percentages of non-use than the Instructor-Related Accommodations.
  - Of the four responses listed for not having used an accommodation, "Don't need this" was selected most often followed by "Don't know what this is," and "Not sure if available."
  - Students with mobility, other, and speech disabilities indicated the highest percentages of "Don't need" responses.
- Use:
  - Top ten accommodations ranked by percentage of use for all students (N = 171):
    - Extra personal help (43%)*
    - Tape recorder (40%)
    - Tutors (40%)
    - Different time allotments (25%)*
    - Study guides/notes (22%)*
    - Student volunteers (19%)*
    - Notetakers (17%)
    - Different exam formats (16%)*
    - Alternate assignments (14%)*
    - Talking books (12%)

    Note
    - All six Instructor-Related Accommodations (*) appear in the top ten listing.
    - The less specialized an accommodation, the broader its applicability. As indicated in the top ten listing, the accommodations with broad applicability have higher percentages of use than the more specialized accommodations.
- Courses:
  - Students reported using accommodations in a total of 39 separate courses.
  - Four of the 36 accommodations were used by at least 10% of the students in all of their courses:
    - Extra personal help*
    - Different time allotments*
    - Study guides/notes*
    - Tape recorder
- Provider:
  - Students reported that Instructional Accommodations had been provided by:
    - college (19 accommodations)
    - agency (18)
    - self (18)
    - other (14)
    - instructor (13)

II. SEPARATE DISABILITY TYPES

- Ranking of accommodations used by at least 25% of the students in each disability type:

	Use	Frequency[a]		Importance[b]		Availability[c]
	%	Avg		Avg		Avg
• Mobility (N = 68)						
Tape Recorder	38	2.1		2.3		3.2
Extra Personal Help*	32	2.0		2.8		-
Tutors	32	1.5	(1.88)	2.6	(2.55)	3.3
• Visual (N = 14)						
Tape Recorder	86	2.2		2.2		2.7
Talking Books	57	2.6		2.4		1.6
Different Time Allotments*	50	2.7		3.0		-
Magnifying Reader	50	2.4		2.4		2.0
Readers	50	2.6		2.6		2.1
Different Exam Formats	43	2.0		3.0		-
Extra Personal Help*	43	2.3		2.8		-
Low Vision Reader	43	2.7		2.7		2.8
Abacus	36	1.8		1.2		1.4
Student Volunteers*	36	2.2		2.6		-
Talking Calculator	36	2.8		2.4		2.6
Tutors	36	2.6		2.8		3.4
Study Guides/Notes*	29	1.5	(2.36)	2.5	(2.50)	-
• Hearing (N = 21)						
Extra Personal Help*	62	2.3		2.7		-
Tutors	43	1.9		2.5		2.8
Interpreters	38	2.9		2.4		2.9
Notetakers	38	2.6		2.8		2.8
Teletypewriter	29	1.5	(2.27)	2.0	(2.53)	3.3
• Speech (N = 4)						
Extra Personal Help*	25	2.0		3.0		-
Microcomputer	25	3.0		3.0		4.0
Tutors	25	2.0	(2.33)	3.0	(3.00)	4.0
• Emotional (N = 8)						
Extra Personal Help*	38	2.0		3.0		-
Tutors	38	1.3		2.7		2.3
Study Guides/Notes*	25	2.5		2.5		-
Tape Recorder	25	2.0	(1.89)	2.0	(2.61)	4.0
• Learning (N = 10)						
Extra Personal Help*	70	2.4		2.7		-
Tutors	70	2.2		2.6		3.1
Tape Recorder	60	2.5	(2.36)	2.3	(2.54)	3.5
• Other (N = 13)						
Tutors	39	1.2		2.8		3.5
Extra Personal Help*	31	2.3		2.3		-
Tape Recorder	31	1.3	(1.57)	2.0	(2.56)	2.0
• Multiple (N = 33)						
Extra Personal Help*	52	2.3		2.8		-
Tape Recorder	49	2.1		2.6		2.4
Tutors	49	2.2		3.0		3.4
Different Time Allotments*	46	2.1		2.7		-
Different Exam Formats*	33	2.1		2.6		-
Study Guides/Notes*	33	2.4		2.8		-
Student Volunteers*	33	2.1		2.6		-
Notetakers	30	2.6		3.0		3.0
Alternate Assignments*	27	1.7	(2.18)	2.4	(2.74)	-

* Instructor-Related Accommodation.

a Frequency of use scaled: Seldom (1 point), Occasionally (2 points), Frequently (3 points).

b Importance scaled: Low (1 point), Medium (2 points), High (3 points).

c Availability scaled: Poor (1 point), Fair (2 points), Good (3 points), Excellent (4 points). Respondents were not asked to rate the availability of the six Instructor-Related Accommodations since the provision of these accommodations reflects an individual instructor's decision instead of a college-wide policy.

- Use:
  - Eighteen of the total 36 accommodations were used by at least 25% of the students in each disability type: 12 of the 30 Instructional Accommodations and all six Instructor-Related Accommodations.
  - Eight accommodations were cited by more than one disability type:
    - Extra personal help (8 types)
    - Tutors (8)
    - Tape recorder (6)
    - Study guides/notes (3)
    - Different exam formats (2)
    - Different time allotments (2)
    - Notetakers (2)
    - Student volunteers (2)
  - Ten accommodations appear on the list only once under the following disability types:
    - visual (Abacus, Low vision reader, Magnifying reader, Readers, Talking books, Talking calculator)
    - hearing (Interpreters, Teletypewriter)
    - speech (Microcomputer)
    - multiple (Alternate assignments)
  - The most accommodations were used by the visually disabled (13 accommodations) and by the multiple disabled (9) student types. The fewest accommodations (3) were used by the mobility, learning, other, and speech disabled student types.
  - The most Instructor-Related Accommodations were used by the multiple disabled student type (all 6), followed by the visually disabled (5), the emotionally disabled (2), and the mobility, hearing, learning, other, and speech disabled (1).
  - The accommodation used by the largest percentage of students from each disability type:
    - mobility (Tape recorder 38%)
    - visual (Tape recorder 86%)
    - hearing (Extra personal help 62%)
    - speech (Extra personal help 25%, Microcomputer 25%, Tutors 25%)
    - emotional (Extra personal help 38%)
    - learning (Extra personal help 70%, Tutors 70%)
    - other (Tutors 39%)
    - multiple (Extra personal help 52%)
- Frequency:
  - The accommodation with the highest average frequency of use for each disability type:
    - mobility (Tape recorder 2.1)
    - visual (Talking calculator 2.8)
    - hearing (Interpreters 2.9)
    - speech (Microcomputer 3.0)
    - emotional (Study guides/notes 2.5)
    - learning (Tape recorder 2.5)
    - other (Extra personal help 2.3)
    - multiple (Notetakers 2.6)
  - Ranking of disability types by mean average frequency of use:
    - learning (2.36)
    - visual (2.36)
    - speech (2.33)
    - hearing (2.27)
    - multiple (2.18)
    - emotional (1.89)
    - mobility (1.88)
    - other (1.57)

- Importance:
  - The accommodation with the highest average importance rating for each disability type:
    - mobility (Extra personal help 2.8)
    - visual (Different exam formats, Different time allotments 3.0)
    - hearing (Notetakers 2.8)
    - speech (Extra personal help, Microcomputer, Tutors 3.0)
    - emotional (Extra personal help 3.0)
    - learning (Extra personal help 2.7)
    - other (Extra personal help, Tutors 2.8)
    - multiple (Notetakers, Tutors 3.0)
  - Ranking of disability types by mean average importance rating:
    - speech (3.00)
    - multiple (2.74)
    - emotional (2.61)
    - other (2.56)
    - mobility (2.55)
    - learning (2.54)
    - hearing (2.53)
    - visual (2.50)
- Availability:
  - The Instructional Accommodation with the highest availability average for each disability type:
    - mobility (Tutors 3.3)
    - visual (Tutors 3.4)
    - hearing (Teletypewriter 3.3)
    - speech (Microcomputer, Tutors 4.0)
    - emotional (Tape recorder 4.0)
    - learning (Tape recorder 3.5)
    - other (Tutors 3.5)
    - multiple (Tutors 3.4)
  - The following accommodations received relatively low availability ratings (avg < 2.5):
    - Abacus (visual 1.4)
    - Magnifying reader (visual 2.0)
    - Readers (visual 2.1)
    - Talking books (visual 1.6)
    - Tape recorder (multiple 2.4, other 2.0)
    - Tutors (emotional 2.3)
- Summary:
  - The frequency of use of an accommodation is a function of the nature of a student's disability, the availability of the accommodation, and its importance as perceived by the student.
  - Many accommodations are disability-specific, that is, their use is tailored to students with specific disabilities. The percentage of use of such accommodations reflects the incidence in the sample of the disabilities associated with them.
  - For each disability type, the frequency ratings were generally lower than the importance ratings. This difference may be due in part to the on-campus availability of certain accommodations.
  - The accommodations with the highest ratings of importance were those with a human contact component (e.g., Extra personal help, Interpreters, Notetakers, Readers, Student volunteers, and Tutors).

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